DOCUMENT RESUME

ED 212 843 CE 031 351

AUTHOR Heil, Carolyn
TITLE Guidelines for School-Based Job Placement Programs.
INSTITUTION Northwest Inst. of Research, Erie, PA.
SPONS AGENCY Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.
PUB DATE Jun 81
NOTE 126p.

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Career Counseling; Career Education; Curriculum Evaluation; Employment Services; Evaluation; Guidelines; Job Application; *Job Placement; *Job Search Methods; *Job Skills; Program Design; *Program Development; Program Improvement; School Activities; School Business Relationship; Secondary Education; *Student Employment; Vocational Education
IDENTIFIERS Pennsylvania

ABSTRACT

This document, developed in Pennsylvania, contains guidelines formulated to provide local school districts and vocational/technical schools with step-by-step procedures that will assist in the development and implementation of successful job placement programs. The guide is organized in five chapters. The first chapter introduces the project, defining terms, supplying goals/objectives of and rationale for job placement programs, describing components of placement programs, listing representative job titles for placement program staff, and previewing the rest of the publication. Chapter 2 addresses the problems encountered when a local education agency undertakes the task of program planning from ground zero, and suggests means of developing a plan, selecting staff and advisory committee, and program promotion. Chapter 3 outlines recommended strategies for developing the pre-employment skills dimension of a total job placement program, and includes suggestions for validating, promoting, and evaluating the pre-employment skills program curriculum. In chapter 4, activities required for developing a placement service that assists students in identifying sources of employment, applying for jobs, and succeeding in job situations are detailed; while in chapter 5, the user is given a description of procedures helpful in developing the final phase of a placement program, including recommendations for establishing surveys and program improvement. A bibliography is included in the guide. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

85-0806

ED212843

GUIDELINES

FOR

SCHOOL-BASED JOB PLACEMENT PROGRAMS

This work was supported by a
contract with the

Pennsylvania Department of Education
Bureau of Vocational Education
Research Coordinating Unit
333 Market Street, Box 911
Harrisburg, PA 17108

and the cooperation of the

Northwest Institute of Research
Grantee Agency
434 West Eighth Street
Erie, PA 16502

Carolyn Heil, Ph.D.
Project Director
Northwest Institute of Research

June, 1981

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

B. Ford

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE031357

ACKNOWLEDGEMENTS

Special thanks are extended to the following persons who contributed ideas to the project and who shared materials and programs with the author.

JOB PLACEMENT COMPETENCIES PROJECT

DELAWARE	Ralph Barrow Vice-President and General Manager of Jobs for Delaware Graduates 1632 Telegraph Road Stanton, Delaware 19804
ILLINOIS	Connye Barrow & Steve Pollack Johnsburg High School 2002 West Ringwood Road McHenry, Illinois 60050
MICHIGAN	Gertrude Bonaparte State Department of Education Lansing, Michigan 48933
	Tom Kage, Director Wayne County Intermediate School District 33500 Van Born Road Wayne, Michigan 48185
MISSOURI	Monte Cass State Fair Community College Sedalia, Missouri 65301
OHIO	Ray Wasil Director of Division of Guidance and Testing State Department of Education Columbus, Ohio 43116
TEXAS	Barbara Ciavarra Northeast Independent School District 10333 Broadway San Antonio, Texas 78216

TABLE OF CONTENTS

CHAPTER I

Introduction 1
Definition of Terms 3
Goals/Objectives of a Placement Program 3
Rationale for Job Placement Programs 5
Components of a Placement Program 6
Representative Job Titles 7
Chapter Overviews 8

CHAPTER II DISTRICT WIDE PROGRAM PLANNING

Phase I Program Planning 11
Phase II Staff Selection 14
Phase III Program Operation 17

CHAPTER III PRE-EMPLOYMENT SKILLS CURRICULUM DEVELOPMENT

Phase I Program Planning 20
Phase II Program Development - Curriculum Components 22
Phase III Program Operation 42
Phase IV Program Evaluation 44

CHAPTER IV JOB PLACEMENT SERVICES

Phase I Program Planning 46
Phase II Program Development 48
Phase III Program Operation 50

CHAPTER V FOLLOW-UP/FOLLOW-THROUGH

Phase I Program Planning 60
Phase II Program Development 62
Phase III Program Operation 64
Phase IV Program Evaluation 66

RESOURCES

CHAPTER I

INTRODUCTION

> Bluntly stated, the national job market--if it can be said to exist at all--is a chaotic mess. It is highly disorganized and riddled with conflict. It is almost entirely unregulated, has no central communications systems and no coordinating or moderating influence to guide its operations. It presents a bewildering front and few guide posts to people seeking employment.

Lathrop's (1977) picture of the job market, dismal though it is, can brighten considerably if the job seeker has more knowledge about the market than does the emp'oyer--an achievement which is far more attainable than the job seeker thinks. Bolles (1974), an expert in job placement strategies, suggests that job placement counselors who are advocates of the job hunter can help clients help themselves in the job hunting process--a process fraught with uneasiness and unknowns.

Year after year, thousands of youth face this market after four years of secondary programs. Those who enter the job market may find themselves aimlessly drifting from job to job or remaining in a job which is neither fulfilling nor financially rewarding.

There is a growing awareness among educators that the situation is becoming critical and that measures must be taken to enable students to enter the job market, successfully find employment and return to the job market when career goals change. Two factors affected this growing awareness: the Vocational Amendments of 1968 which redefined vocational guidance by adding the dimension of job placement to guidance; and the career education movement of the 1970's which proposed

to increase career options available to individuals and to facilitate more rational and valid career planning and preparation.

Since the seventies, several states have re-examined the Vocational Amendments of 1968 and have developed exemplary school-based job placement programs. The Commonwealth of Pennsylvania, through the efforts of the Research Coordinating Unit and the Vocational Guidance Section of the Bureau of Vocational Education, is committed to the development of local job placement programs. These guidelines stand as a testimony of that commitment and as the first of a series of undertakings which will enable the youth of Pennsylvania to enter the job market and be successful in their pursuit of jobs.

The purposes of these guidelines are:

1) To provide local school districts and vocational/technical schools with step-by-step procedures which will assist in the development and implementation of successful job placement programs.

2) To enable school personnel to identify components of job placement programs which already exist in the school.

3) To identify staff and program competencies which will speed the program development process by reducing the need for researching program components, models, delivery systems and evaluation procedures.

4) To identify job seeking pre-employment skills students need when entering the employment market.

5) To provide information that could be used by teacher training institutions in developing and conducting courses related to training job placement personnel.

6) To provide information that could be used in in-service training or staff development events and in curriculum development.

Definition of Terms

The following definitions may clarify terms related to placement programs. These terms are defined by Wasil (1976) in the publication School-Based Placement Services, p. 8.

Placement Services	School-based services designed to assist youth exiting school to gain employment, and/or continue their education.
Cooperative Education	Placement of youth in training or job sites prior to high school graduation.
Pre-employment	The teaching of job seeking, job finding, job holding and job changing skills.
School Leaver	An individual who exits school prior to completing a program which results in the issuance of a diploma.
Deferred Employment	Two or four year college programs, apprenticeships, skill training, on-the-job training (OJT).
Placement	School services which result in the individual's moving into immediate employment, deferred employment or a combination of the two.
Follow-Up and Follow-Through Studies	A structured and systematic study of the status of youth who have exited school. A follow-up reflects present placement relative to training received and the quality or value of school related services provided. Information gleaned from these studies is used to revise and update placement and curriculum services.

Goals/Objectives of a Placement Program

A review of job placement literature suggests that the following statements are appropriate goals or objectives for placement programs:

1. To provide placement and follow-up services to meet the needs of all students.

2. To develop and expand career knowledge in order to help students make informed career choices.

3. To coordinate placement activities by developing working relationships and improving communications between teachers, work study and cooperative education coordinators, counselors and administrators, the general public, business, industry and community organizations.

4. To develop employment opportunities for the handicapped, the disadvantaged and members of minority groups.

5. To utilize existing resources of teachers, counselors, friends, relatives, community agencies and the school-based placement services to aid students in seeking jobs.

6. To provide students with life skills in seeking, maintaining and changing jobs or careers.

7. To provide students and educators with employment trends data and job opportunities.

8. To fill curriculum gaps experienced by students who may need to seek further help in order to develop greater self awareness through further education or immediate employment.

9. To assist students in developing preferred attitudes which will result in success in seeking and maintaining jobs.

Wasil (1976) suggests that if the preceding goals and objectives are realized, a school placement program would facilitate the student's entry into the following programs:

1) a job situation
2) continuing education (both two year and four year)
3) adult education programs
4) military service
5) on-the-job training (OJT)
6) apprenticeships
7) private skilled training goals
8) sheltered workshops
9) other job or educational sites or situations

Rationale for Job Placement Programs

Barrow, Frisbie and Matzelle (1976), in developing the publication CAPS, Career Assistance and Placement Services, proposed a rationale for the development of job placement services. The authors focused on three factors relative to the topic. The factors are 1) socio-economic, 2) school responsibility, and 3) local needs.

Among the socio-economic factors the authors include:

1) Tremendous growth in vocational technical education.

2) Changing educational patterns of American society which has influenced the labor market by directing thousands of youth into deferred employment activities.

3) A rapidly changing technology which requires increased flexibility and mobility of individuals. This changing technology results in the phasing out or modifying of existing jobs and the emergence of new ones.

4) The chaotic state of the national job market.

Among the factors for which the school is responsible, the authors include:

1) The increased reliance of students upon their own earnings to support higher education.

2) The need for accountability for educational programs which is being required by boards of education, the taxpayer, students, the business and industrial community and funding agencies.

3) The increasing realization that the appropriate measure of a school's accountability will take into consideration that guidance and counseling efforts are no longer limited to guiding students toward the pursuit of baccalaureate degrees. Guidance and counseling efforts must now be directed to the career needs of all students, especially the non-college bound student and the student who receives no vocational or technical training through a vocational training program, i.e. business education,

distributive education, trade and industrial education, health occupations education, agriculture education, and home economics education.

4) The conflicting advice sometimes given to students about career development or job seeking. Many individuals have pieces of the puzzle which should be pooled in order to develop a comprehensive and consistent placement program for students.

5) Meeting the needs and expectations of employers who are looking for employees who have good attitudes towards work, basic interpersonal skills, an understanding of how entry level jobs relate to future career plans.

Among local factors to be considered are:

1) High unemployment in the area.

2) Services to special student populations, such as the disadvantaged, handicapped or potential school leavers.

3) Data from follow-up studies which identify needs which could have been served through an effective placement service.

Components of a Placement Program

A placement program should be viewed as a part of the developmental process which helps students make the transition from school into the world of work. The well-conceived placement program should contain three components: pre-employment skills, placement activities and follow-up/follow-through activities. The specific planning, implementation and evaluation of these components are detailed in the following guidelines.

The basic requirements for a successful job placement program are:

1) a coordinated school effort
2) an ongoing public relations program
3) board and administrative approval and support
4) an adequate budget, adequate personnel, and facilities
5) the support of business and industry
6) service to all students/users at no cost
7) a year-round placement staff

Representative Job Titles

The following job titles are among those to be considered for personnel involved in a placement program. Specific qualifications and duties for each position are found in the guidelines.

Placement Coordinator/Director

The individual is responsible for all aspects of the placement program. The coordinator/director may implement the total program or supervise the implementation of the program by full- or part-time staff members.

Placement Counselor

The individual may be a member of the regular counseling staff or a member of the job placement staff. The counselor has responsibility for career planning, pre-employment preparation components related to self assessment and student evaluation or testing and job adjustment counseling of students.

Placement Specialist

The individual may be a member of the school staff who is designated responsibility for pre-employment skill instruction, job development, employer contact, labor market information, placement referral and/or follow-up. The specialist may be assigned one or more of the above tasks depending on the delivery system or placement model employed in the district. Several placement specialists may be identified in the district. It is conceivable that specialists may already be members of various departments in school or solely a member of the placement staff.

Secretary/Clerk

The individual carries out office management functions such as answering the telephone, handling correspondence, maintaining student files and records, posting career placement notices, scheduling appointments for placement staff.

CHAPTER OVERVIEWS

The guidelines are divided into four chapters. CHAPTER II, "DISTRICT-WIDE PLANNING," addresses the problems encountered when a local education agency undertakes the task of program planning from ground zero. Goals and activities include developing a plan for a placement program, considerations for staff selection, organizing and utilizing an advisory committee and preliminary planning for program promotion and staff orientation.

CHAPTER III, "PRE-EMPLOYMENT SKILLS CURRICULUM COMPONENTS," outlines recommended strategies for developing the pre-employment skills dimension of a total job placement program. Curriculum components are well delineated so that a curriculum development team, which may be working with limited resources, may approach the planning process with sufficient information at hand to make reasonably well-informed decisions about curriculum components, activities and evaluation. Chapter III also includes suggestions for validating, promoting and evaluating the pre-employment skills program curriculum.

CHAPTER IV, "JOB PLACEMENT SERVICES," details those activities required when developing a placement service which assists students in identifying sources of employment, applying for jobs and succeeding in job situations. Contact, referral and assessment activities are also defined in this chapter.

CHAPTER V, "FOLLOW-UP/FOLLOW-THROUGH," provides the user with a description of procedures helpful in developing the final phase of an

articulated placement program. Recommendations for establishing a base line, one-, three- and five-year surveys are included in this chapter along with suggestions for employer surveys and strategies for using recommendations for further program improvement and development.

Some users may find that sections of various chapters may contain similar material. This repetition is intentional. It is difficult, when designing guidelines for use by a statewide audience, to tailor-make the document to suit the needs of individual users. While one local educational agency may decide to use the guidelines in their entirety, another may choose to use only Chapter II, which outlines a pre-employment skills program. It is hoped that after perusing the guidelines and discussing the local educational agency's needs, the users will select those chapters which directly serve their specific needs.

The guidelines are no more than what the word "guidelines" implies. They are suggestions describing how districts may proceed when establishing placement programs. Users are encouraged to pick and choose, include or exclude, add or delete, modify or keep intact any or all portions of the document as they see fit. It is hoped that when all is said and done, the guidelines will help make the difficult yet necessary task of developing job placement programs easier for the user.

CHAPTER II

DISTRICT WIDE PROGRAM PLANNING

Chapter II provides the user with an overview of the initial steps recommended for overall job placement program planning.

Phase I goals and activities should result in:

- the formation of a planning advisory committee
- an assessment of placement needs and resources
- the development of a placement plan
- seeking board approval of the plan

Phase II goals and activities should result in the identification of personnel needed to staff the program. Qualifications and responsibilities are included for placement:

- coordinator
- counselor
- specialist
- clerical staff

Phase III goals and activities should result in:

- organizing an ongoing placement advisory committee
- preliminary public relations activities
- orientation of placement staff
- staff goal setting

GOALS	ACTIVITIES
A. Form a planning advisory committee	1. Select members based on following criteria: • Recent, successful experience related to placement • Interest in placement programs • Time to participate in meetings/activities 2. Recruit members from among the following: • Parents, teachers, counselors • Cooperative education, principals • Curriculum directors • Placement officers from state/private agencies or corporations • Employers
B. Assess placement needs and resources	1. Evaluate existing programs to determine placement components 2. Examine present staff assignments of: • Vocational counselors, academic counselors • Career education specialists 3. Conduct a follow-up study of former students: • Placement rate in related jobs • Program deficiencies/strengths 4. Survey teachers/counselors to determine: • Knowledge of pre-employment skills 5. Gather data on school leavers/attendance 6. Examine curriculum for placement provisions 7. Determine state of present local job market

GOALS	ACTIVITIES
C. Develop a placement plan	1. Prepare a rationale for program based on needs assessment data and other research 2. Develop a program philosophy. Include statements of beliefs about: • The individual • Education • Work • Society • A job placement program being a vehicle for the realization of above beliefs 3. Specify program goals and objectives 4. Select program components appropriate to district: • Pre-employment skills program • Placement program • Follow-up/follow-through program 5. Determine placement staff size 6. Plan for facilities: • Offices • Filing cabinets • Telephone • Typewriters • Audiovisual equipment and materials • Bulletin boards • Conference rooms 7. Determine secretarial/clerical staff 8. Budget program: • Staff • Materials and supplies • Facilities • Travel

GOALS	ACTIVITIES
	9. Establish reporting structure 10. Identify preferred delivery system: • Existing programs • New programs • Combination of both 11. Review total plan in light of cost-effectiveness 12. Prepare final draft of plan
D. Seek Board approval	1. Present plan to Board 2. Provide consultants to answer Board questions

GOALS	ACTIVITIES
A. Select placement coordinator	1. Qualifications of placement coordinator: • Interpersonal skills • Administrative ability • Self-starter • Possess understanding of career planning and placement principles, employment practice, occupational requirements, curriculum development, public relations • Master's Degree with specialization in supervision or administration 2. Responsibilities/Duties: • Develop job opportunities • Assist with curriculum development • Conduct needs/job market assessments • Develop and implement PR programs • Coordinate activities of placement and clerical staff • Maintain student record-keeping system • Provide staff development workshops • Coordinate activities of basic education relative to placement program • Evaluate and improve placement program services • Represent district at job placement meetings • Assist with program budget
B. Select placement counselor	1. Qualifications of placement counselor: • Interpersonal skills • Knowledge of career development and placement principles, public relations • Familiarity with the local job market • Sincere interest in student needs • Certification in counseling

21

22

GOALS	ACTIVITIES
	2. Responsibilities/Duties: • Provide career counseling for all students • Maintain information system which will enable placement office to match jobs and students • Perform public relations activities with local educators, business, industry • Assist with record keeping • Attend placement meetings • Assist with follow-up/follow-through activities
C. Select placement specialist	1. Qualifications of placement specialist: • Interpersonal skills • Knowledge of job market and personnel strategies • Knowledge of fair labor laws, equity rulings, cooperative education, career education, Occupational Outlook Handbook, Dictionary of Occupational Titles (DOT) • Two years work experience in non-educational field • Hold teaching certificate or coordinator's certificate 2. Responsibilities of placement specialist: • Assist with community surveys • Make presentations to business/industry • Arrange visits to schools • Develop job opportunities • Help match students with jobs • Arrange for interviews • Prepare students for specific interviews • Assist with maintenance of student records • Maintain communications with placement coordinator and counselors
D. Select clerical staff	1. Qualifications of clerical staff: • Interpersonal skills • High school diploma or equivalent • Two years experience or equivalence in office work

GOALS	ACTIVITIES
	2. Responsibilities/Duties: • Type all correspondence, reports, forms • Maintain files and records • Prepare requisitions • Maintain office • Assist in preparing, distributing and tabulating survey data • Maintain supplies, inventories • Arrange for mail pickup and delivery • Complete all duplicating jobs

GOALS	ACTIVITIES
A. Organize an ongoing job placement Advisory Committee	1. Select an Advisory Committee using the criteria in Phase I A.1 2. Identify Committee functions: • Perform PR activities • Recommend placement service strategies • Assist in needs assessments and job market surveys • Assist with program review and updating • Provide consultants for staff development 3. Coordinate Advisory Committee responsibilities and assignments 4. Elect Advisory Committee Chairperson
B. Develop Public Relations Activities	1. Identify target populations in school and community 2. Plan appropriate promotion strategies and techniques to maintain a consistent promotion campaign: • Speaking engagements • Program brochures • Newspaper releases • Visits to local businesses, industries • Radio/TV spots • Letters announcing program events
C. Provide orientation for placement staff	1. Review data on background of personnel 2. Plan orientation program for: • School wide placement staff • Placement office staff • Secretarial/clerical staff

27

28

GOALS	ACTIVITIES
	3. Orientation items: • School procedures • Testing programs • Record keeping • Confidentiality of student records • Community agencies involved in job training and/or job placement programs • Federal job training and/or placement programs • Program philosophy • Program goals and objectives • Program components • Procedures for contacting business and industry • Procedures for contacting and assigning students • Reporting procedures • Staff meeting schedules • Fair employment practices • Office procedures 4. Establish staff development training schedule
D. Conduct individual goal setting meetings	1. Meet placement staff to determine annual goals and objectives as related to the program 2. Identify personal development goals

CHAPTER III

PRE-EMPLOYMENT SKILLS CURRICULUM DEVELOPMENT

Chapter III provides the user with an outline of the steps required in developing a pre-employment skills curriculum.

Phase I should result in the users:

- developing and adopting a plan for this program component
- selecting members of a curriculum development planning team
- planning for curriculum development

Phase II details the skills and activities actually taught in a pre-employment skills program. These skills are too numerous to delineate here, but a perusal of this section will provide a brief overview of the contents of this phase.

Phase III should enable the user to complete the following curriculum activities:

- curriculum validation
- curriculum program promotion
- curriculum scheduling and implementation

Phase IV contains procedures for:

- monitoring curriculum implementation
- assessing reactions to the curriculum
- reporting on the success of the development and implementation of the curriculum

GOALS	ACTIVITIES
A. Develop plan for a pre-employment skills program	1. Prepare a rationale for a pre-employment skills program based on: • Data from needs assessment/surveys • Interviews with employers, personnel managers • A review of the literature 2. Develop a program philosophy: • Belief about individual • Belief about educating the students in the area of pre-employment • Belief about the role that work plays in a person's personal, social, economic, political life, and how it affects a person's general well being 3. Identify pre-employment program's general goals and objectives 4. Identify context in which pre-employment skills programs will operate: • Separate course • Components embedded in existing courses • Series of seminars 5. Identify faculty members responsible for teaching course, components or seminars after completing Phase II: • Placement coordinator • Placement counselor • Placement specialist • Teacher • School counselor 6. Project budget requirements: • Salaries or personnel (if appropriate) • Texts • Materials and supplies • Audiovisual equipment • Career resources • Other 7. Prepare a written Pre-Employment Skills Program Plan. Plan contains: • Rationale • Philosophy • Goals and objectives • Faculty assignments • General components • Program budget

GOALS	ACTIVITIES
B. Adopt Pre-Employment Skills Program Plan	1. Submit plan to Advisory Committee 2. Submit plan to administration 3. Administration submits plan to Board
C. Select members of a curriculum development team	1. Includes among others: • Placement coordinator • Teachers in program • Members of placement staff • Outside specialists
D. Plan for curriculum development	1. Establish time line for curriculum development 2. Select model/format for curriculum 3. Select curriculum components: • General objectives • Performance objectives • Competency based instructional format • Lesson plans which may include: - activities - materials and supplies - references - assignments 4. Provide for typing and printing of curriculum: • Who will type • Copies needed • Cost of printing • Cover printed • Binding/collating style selected 5. Design cover for curriculum package

GOALS	ACTIVITIES
A. Discuss the world of work and its meaning for the individual	1. Define "work" by using personal definitions, dictionary definitions, definitions of students, adults who are engaged in it 2. Brainstorm reasons for engaging in work 3. Define career, occupation, profession, job 4. Discuss possible differences between work and leisure 5. Examine attitudes toward work found in Working by Terkel, TV programs, popular songs, poetry and complete assessment of personal attitudes to work 6. Write a personal philosophy of work
B. Complete a personal career analysis	1. Complete an abilities checklist which will provide data on the student's: • General abilities • Strongest abilities • Functional skills • Ideal job • Interpersonal skills • Flexibility • Best working environment • Best fields of work • Philosophy of work RESOURCES: Who's Hiring Who pp. 30-32 The "Work" Book: An Employability Skills Guide pp. 3-17 What Color is Your Parachute? pp. 75-97 Three Boxes of Life and How to Get Out of Them pp. 127-129, 143-145, 158-162, 169-176. Help Yourself to Successful Employment - The Instructor's Handbook pp. 4-5

GOALS	ACTIVITIES
	2. Write a philosophy of life. May include personal views, or beliefs concerning: • Reality • Universe • Earth • Nature • Life • Time • Reverence for Life • Concept of Womankind • Concept of Mankind • God • Death • Values • Symbols • Self awareness • Awareness of others • Things • Other realms and beings RESOURCE: The Three Boxes of Life pp. 188-191
C. Prepare a Qualifications Brief or Resume	1. Differentiate between the content of a resume and a qualifications brief (QB): Resume • Summarizes experience • Focus is on needs of applicant • Defines past duties • Item not addressed • Stresses responsibilities • Describes person in impersonal terms • Looks at past • Appropriate when containing jobs Qualifications Brief (QB) • Describes qualities, accomplishments, abilities that suit person to position/task • Focus is on needs of employer • Defines present abilities • Indicates high level of performance • Stresses accomplishments • Reflects character/personality of vibrant human being • Forward looking • Appropriate when past job has nothing to do with what you wish to do now RESOURCE: Who's Hiring Who pp. 62-63

GOALS	ACTIVITIES

2. Identify specific topics to address in a qualifications brief:
   - Job objective
   - Primary experience
   - Related achievements
   - Summer employment
   - Observations of superiors
   - Education
   - Affiliations
   - Special training
   - Publications
   - Personal data
   - Primary aims and assets
   - Other facts

RESOURCE:
Who's Hiring Who p. 119

3. Detail personal information at top of first page. Include:
   - Name
   - Address
   - Phone number

4. Write a job objective:
   - State as briefly as possible the type of position you seek
   - Stress strong abilities
   - Show what you can do for employer
   - Type of employer - small, large, retail, government agency, new, established

RESOURCE:
Who's Hiring Who pp. 94-112

5. Describe best experience first. If best experience is education experience, proceed to #6.
   - if best experience is work experience, proceed to #7
   - if best experience is extracurricular, proceed to #8

6. Describe education: (use Career Profile Data)
   - NAME OF LAST SCHOOL ATTENDED, location (capitalize for visibility) Include dates
   - Significant courses taken - those which related to job objective

GOALS	ACTIVITIES

- Class standing (if helpful)
- Academic/vocational extracurricular awards
- Diplomas held or when expected to receive
- School activities - offices, honors, awards, level of participation
- Continuing education (especially those which relate to job objectives)
- Courses taken
- Certificates/licenses received
- Include statements teachers have made about you

7. Describe work experience:
   a. Chronological approach
      - Begin with present job
      - Give inclusive dates
      - State job title when leaving
      - Describe responsibilities and duties
      - Special accomplishments, awards, recognition
      - Exclude salary, wages
   b. Functional approach
      - Take stock of all jobs/activities (see Career Profile)
      - Select similar functions
        - working with people (babysitting, lifeguarding)
        - training (taught lifesaving, crafts)
      - List experiences/accomplishments
        - hours devoted to activities
        - leadership roles played
        - improvements made in program
        - awards received
      - Select those items which refer to job objective
      - Include dates
      - Follow a chronological order

8. Describe extracurricular experiences, hobbies, interests

GOALS	ACTIVITIES

9. Include following as part of each section:
   - Emphasize success
   - Project image of successful individual
   - Stress results of efforts

10. Include other facts:
   - Pertinent professional memberships
   - Publications
   - Honors
   - Civic activities
   - Positive personal statement about yourself

11. Plan for appearance and format:
   - Review format of selected resumes
   - Select appealing style
   - Type resume/QB
   - Keep within margins
   - Length - one page preferred
     two pages acceptable
   - Use action words
   - Eliminate "I"
   - Underline or capitalize major accomplishments

12. Evaluate the Qualifications Brief

RESOURCE:
Who's Hiring Who pp. 115-119 (contains detailed checklist)

13. Select references:
   - Select people who can tell employers good things about you
   - Limit to three persons - not parents or relations
   - Ask for permission to use name as reference
   - Be accurate when reporting reference's
     - title
     - place of employment
     - address
     - phone
   - Include on resume if desired
   - Not appropriate on QB since this information will be used on application
   - Carry QB with you - you never know when you will need it

GOALS	ACTIVITIES
	14. Apply for Social Security card
D. Identify sources of employment	1. Direct contact with employers: • Visit company/business employment office • Select companies by using - yellow pages - newspapers
	2. Use friends and relatives: • Let them know you are looking for work • Describe type of job you are seeking
	3. Use the school placement offices: • Office will have list of job openings • Personnel may have contact with employers • Personnel may refer you to jobs
	4. Newspaper classified ads: • Need to be familiar with classified ad - abbreviations used - system of job classification • Limitations - 20-1000 responses to every ad - should answer within 48-96 hours - only 2-5 resumes survive screening - jobs listed can be filled by highly specialized persons or anyone at all • Things to beware about ads - blind ads - ads requiring an 'investment' - fake ads to placement firms to get resumes - use phone only to make appointment, NOT as screening method

GOALS	ACTIVITIES
	5. Public service employment (Civil Service): • Purpose • Services • Fees 6. Private employment agencies: • Purpose • Services • Fees and contracts • Placement 7. Union apprenticeships and professional organizations: • Clients served • Jobs offered
E. Writing job search correspondence	1. Develop outline for contact letter: • Bring contact up to date with what has happened to you • State that you are looking for a job - describe type of work sought - when available for work - geographical location • Ask contact to suggest - job openings they might know of - other contact they have who might know of job openings - what the individual may do for you • Mention that you have developed a resume and will forward it if interested • Thank person for assistance • Use type of closing you normally would depending on how well you know contact • Type letter neatly, check usage, spelling

GOALS	ACTIVITIES

2. Develop cover letter:
   - Review basic business letter format and use it in the cover letter
   - General items
     - limit letter to four short paragraphs
     - keep paragraphs short
     - avoid details which are included in resume or which will surface in interview
   - Components of introductory paragraph
     - identify problem employer needs help with or one he will be willing to discuss with you
     - describe why you might be the appropriate person to talk to
     - be sincere and down to earth
   - Components of body of letter
     - select specific items from resume or qualifications brief which prove you have experience in areas identified
     - do not rewrite resume
   - Components of conclusion
     - ask for interview
     - sign letter

RESOURCE:
How to Get a Better Job Quicker p. 162
Who's Hiring Who pp. 142, 167
A Curriculum Guide for Pre-Employment Skills p. 52

3. Reply to a want ad:
   - Mention ad responding to
   - Include cover letter (See E-2)
   - Include name, address, phone number
   - Include resume
   - Answer within 48-96 hours after seeing ad

4. Write a sample follow-up letter:
   - Use business letter format
   - Thank employer for interview, mention specific position in first paragraph

GOALS	ACTIVITIES
	• Review major items discussed in interview in second paragraph • Indicate continued desire to become employee and thank again for courtesy of interview RESOURCES: Who's Hiring Who pp. 188-189 A Curriculum Guide for Pre-Employment Skills p. 53 5. Write a sample letter of acceptance • Use business format • Refer to events of last interview, phone conversation, correspondence when position was offered • Mention acceptability of salary benefits • State date employment will commence RESOURCE: A Curriculum Guide for Pre-Employment Skills p. 54 6. Write a sample letter of delay • Thank for job offer • Mention that another position has been offered that is equally promising/rewarding • State when you should arrive at final decision and request time to make decision • Thank again for position • Repeat final decision date RESOURCE: A Curriculum Guide for Pre-Employment Skills p. 55 7. Write a sample letter of rejection • Use business format • State that you regret that you have accepted another position • Thank employer for courtesy of interview and for offer of position • Close letter RESOURCE: A Curriculum Guide for Pre-Employment Skills p. 56

GOALS	ACTIVITIES
	8. Write a letter of resignation • Use business format • Note amount of time with employer, name company • Note what you have gained from working with present employer • Thank employer for opportunity to work with company • State date when resignation becomes effective
F. Develop proficiency in three modes of making initial contact with employer	1. Use the telephone as initial point of contact with employer • Abuses - never use phone to interview, only to schedule an interview - never phone when a personal visit is more effective • Uses - plan your call - greet person pleasantly - identify self promptly, who you are, what you do - state purpose of call - speak clearly and distinctly - answer questions/acknowledge comments appropriately - close call 2. Write a cover letter to employers • Refer to E-2 3. Use the walk-in approach • Use when you see "help wanted" signs, posters, notices in community centers • Follow leads or hunches • Know about the organization - what it does - who does it - how it is organized - special goals • Drop by early before pressures start to build • If time is inconvenient, set appointment • Be careful of personal appearance • Have a firm handshake and establish eye contact • Watch body language of employer

GOALS	ACTIVITIES
	• Initiate conversation - state you are seeking employment - be specific - review major items in QB as they relate to the company ·best experiences ·strongest abilities ·education ·work experience ·when you can start job - ask for another interview if necessary • Ask questions using person's name
G. Recognize legal/ illegal practices in the job-seeking process	1. Identify legislation related to pre-employment inquiries • Title VII • Title IX • Age Discrimination Act of 1967 2. Distinguish between legal/illegal inquiries for each of the following items: • Name • Address/housing • Age • Birthplace/national origin • Race/color • Sex • Religion/creed • Citizenship • Marital/parental status • Relatives • Military service • Education • Criminal record • References • Organizations • Photographs • Work schedule • Physical data • Handicap • Other qualifications RESOURCE: Vocational Education Equity Program Pennsylvania Department of Education 333 Market Street Harrisburg, Pennsylvania 17108 (717) 783-8506

GOALS	ACTIVITIES
H. Complete a job application	1. Keep records on job sources on 3 x 5 cards • Company name, address, phone • Contact person • What company does • Position available • Future with business 2. Memorize terms found on application forms RESOURCE: A Curriculum Guide for Pre-Employment Skills p. 63 3. Memorize abbreviations used on job application forms RESOURCE: A Curriculum Guide for Pre-Employment Skills p. 64 4. Review major components of job application forms RESOURCE: A Curriculum Guide for Pre-Employment Skills p. 66 5. Complete sample/actual application forms while observing the following: Have pen and resume with you. • Read over entire form first • Print or type • Use blue or black ink • Answer every question which applies to you • If item does not apply write N/A (not applicable) • Know social security number • Ask questions about unclear items • Be accurate with spelling and with dates • Be honest • Be neat
I. Prepare for an employment test	1. Identify reasons why tests are used • Determine aptitude, interest, skills for position

GOALS	ACTIVITIES

2. Identify types of test and purpose served
   - Intelligence test
     - measures capacity to learn
   - Mechanical aptitude or ability
     - measures manipulative abilities
     - physical endurance, hand-eye coordination
   - Aptitude test
     - measures potential or qualities, predicts potential to accomplish
     - manual dexterity, clerical tasks, reasoning, numerical ability, language ability
   - Interest for psychological inventiveness
     - elicits information or interests related to job
   - General Aptitude Test Battery - Measures:
     - intelligence
     - numerical aptitude
     - form perception
     - motor coordination
     - manual dexterity
     - verbal aptitude
     - spatial aptitude
     - clerical perception
     - finger dexterity
   - Special aptitude test
     - measures aptitude for foreign languages, sales, human relations
   - Clerical test
     - measures typing, shorthand, number checking, alphabetizing, work problems
   - Personality or adjustment tests
     - assess qualities or characteristics needed for position
     - factors: cooperation, aggressiveness, general activity, extroversion, adjustment

RESOURCE:
A Curriculum Guide for Pre-Employment Skills pp. 77-80

3. Prepare to take employment tests
   - Use study aids
   - Take sample tests
   - Find out how test is scored
   - Practice creative visualization
     - place self in relaxed state
     - see self taking test and doing well
     - see self walking away from test situation in happy mood
     - perform visualization each day for ten minutes

GOALS	ACTIVITIES
J. Prepare for the interview	1. Arrange for interview • Time and place • Name and address • Name of interviewer with correct pronunciation 2. Review/research information on company • Refer to 3 x 5 source cards (see G.1) • Visit library to get more information on company - size - assets - time in business - what it does - potential for growth - products/services offered - for large companies read: ·Everybody's Business: An Alamanac ·periodicals in company's field ·annual report - for smaller companies: ·annual report ·call personnel manager • Analyze your own experience, your QB, your cover letter in terms of the company's needs • Decide what you can best offer company • Plan interview RESOURCES: Help Yourself to Successful Employment p. 62 Who's Hiring Who pp. 173-180 3. Groom self for the interview RESOURCES: A Curriculum Guide for Pre-Employment Skills pp. 87-88, 103-104, 108-109 Help Yourself to Successful Employment pp. 60, 70-71 4. Practice interview questions from employer: • Openers • Motivation • Education • Experience • Objectives • Salary/wages • Miscellaneous

62

63

GOALS	ACTIVITIES

RESOURCES:

Who's Hiring Who pp. 183-185, 181-182
Help Yourself to Successful Employment pp. 65-67
A Curriculum Guide for Pre-Employment Skills p. 89-90
How to Get a Better Job Quicker pp. 102-120

5. How to handle difficult questions/situations
   - Reason for leaving present position
   - Identifying your strengths/weaknesses
   - What you want to be in five years
   - Interviewer
     - won't talk
     - won't stop talking
     - takes a dislike to you

RESOURCES:

How to Get a Better Job Quicker pp. 121-144
A Curriculum Guide for Pre-Employment Skills pp. 91-93

6. Practice interview questions for employer
   - Opener
   - Job Content
   - Employer's problems
   - Salary
   - Benefits
   - Next contract
   - If rejected

RESOURCES:

Who's Hiring Who pp. 186-188
A Curriculum Guide for Pre-Employment Skills pp. 95-98

7. Conclude the interview
   - Interviewer decides
   - End with courtesy/grace
   - If told that you won't be given position
     - politely ask reason
     - ask for other leads
   - Ask when next contact will be made
   - Thank interviewer for courtesy of interview

GOALS	ACTIVITIES
	8. Write follow up letter (See E-4)
K. Learn to accept rejection	1. Define "rejection shock" 2. Suggest ways of coping with it • Realize it happens to everyone • Allow yourself to feel disappointed for a time • Keep pressure on yourself to get "back to the drawing board" • Dwell on your strengths
L. Identify steps in accepting job	1. Evaluate the job • Work type - permanent - temporary - part-time - full-time • Work hours • Job location • Transportation • Salary • Age requirements • Fringe benefits - health - pension - vacation - other • Interesting work • Skill level • Opportunity to learn • Good working conditions • Job security • Advancement • Pleasant co-workers • Pleasant supervisor 2. Complete forms • Social Security • W-4 or W4E • Insurance • Agreement • Assurances • Waivers • Personal history • Medical history

GOALS	ACTIVITIES

3. Identify role/use of
   - Unions and professional groups
     - how organized
     - national and state affiliations
     - benefits of joining unions/professional groups
     - dues and fees
   - Contracts
     - purpose of
     - guarantees of protection
     - violations and methods of handling

RESOURCE:
The "Work" Book p. 61

4. Identify types of benefits
   - Medical
   - Dental
   - Insurance
   - Expense accounts
   - Unemployment
   - Employee discounts
   - Retirement
   - Vacation
   - Sick leave
   - Leaves of absence
   - Profit sharing
   - Relocation

5. Identify specific duties required in position
   - Ask for written job description. If none exists, develop your own job description
     - list what you must do
       - daily tasks
       - weekly tasks
       - monthly tasks
       - annual tasks
     - state how well it must be done
     - describe the conditions under which you must do it

6. Describe employer/employee rights
   - Fair Labor Standard Act
   - Workweek
   - Overtime
   - Minimum wage
   - Equal Employment Opportunity
   - Occupational Health and Safety Act

GOALS	ACTIVITIES
	7. Write letter of acceptance (See E-5) 8. Understand your paycheck statement • Deductions - required - authorized • Exemption • Regular earnings • Overtime earnings • Gross • Federal withholding tax • FICA • State income tax • Net pay RESOURCES: The "Work" Book pp. 62-63
M. Maintain a job	1. Identify ways to handle new responsibilities or expectations in • Human relations • Physical environment/ working conditions • Work performance • Responsibility • Management of time and conduct • Following and giving instructions 2. Identify problem-solving strategies • Define problem • Analyze problem • Brainstorm solutions • Establish criteria for accepting solutions • Select solution • Implement solution 3. Identify conflict/resolution strategies • Identify causes of conflict - substantive - personality • Identify roots of conflict. Differences in: - facts - methods - goals - values - hierarchy - perception

GOALS	ACTIVITIES

- Identify escalators of conflict
  - bias
  - win/lose
  - digression
  - rigidity
  - distrust
- Identify stages in resolution process
  - establish supportive communicative climate
  - determine both parties perceptions
  - select appropriate strategy
  - identify factors which may prevent resolution from being effective

RESOURCE:
Communication for Supervisors and Managers pp. 174-194

4. Identify why misunderstandings occur
   - Words used are too abstract
   - Messages are overgeneralized- "either-or" terms
   - Inferences are made based on little data
   - Messages contain jargon
   - Messages contain slang, colloquialisms, "red flags"

RESOURCE:
Communication for Supervisors and Managers pp. 58-72

5. Discuss the importance of non-verbal messages
   - Functions of non-verbal messages
   - Sources of non-verbal communication
     - face
     - eyes
     - body
     - touch
     - clothing, dress, appearance
     - posture
     - space
     - tone of voice
     - time
     - environment

RESOURCE:
Communciation for Supervisors and Managers pp. 73-89

GOALS	ACTIVITIES
	6. Identify factors which affect promotion and professional growth • Strive for excellence in everything • Master a specialty • Study the organization in depth • Participate in company activities • Develop leadership • Establish good working relationships • Accept and meet company goals • Be cost conscious • Be flexible RESOURCES: A Curriculum Guide for Pre-Employment Skills pp. 141-142 The "Work" Book pp. 66-67
N. Identify ways of terminating or being terminated in a job	1. Know when to terminate a job • If better position is offered • If present working conditions become difficult/lacking in challenge and will not improve • If re-locating 2. Know how to leave a job • Notify employer two or three weeks prior to taking new employment • Write a letter of resignation (See E-8) • Make decision yourself, don't ask others in company • Provide for smooth transition • Visit personnel office for final details • Say farewell to people personally 3. Identify reasons why employees are fired 4. Review strategies for handling "rejection shock" from job loss

GOALS	ACTIVITIES
A. Review curriculum package	1. Check for consistency in • Format • Use of selected model • Accuracy of resources • Typing and uniform appearance 2. Design pre-test and post-test on curriculum
B. Validate curriculum	1. Submit to Advisory Committee members for validation • Accuracy of information • Up-to-date information • Changes in recommended practices • Core skills included in curriculum • Reflect best current practice • Attends to effective behavior development 2. Makes recommendations for change
C. Seek approval for curriculum	1. Submit curriculum to administration/board for approval 2. Plan for actual implementation 3. Prepare list of consultants for class on specific topics 4. Pre-test students
D. Promote pre-employment skills program	1. Notify students • Through school newspaper • Curriculum guides • Posters around school • Guidance counselor meetings with student

GOALS	ACTIVITIES
	2. Notify parents and community • Through local papers • Radio spots • Curriculum guides • Notices concerning scheduling
E. Order materials	1. Use appropriate requisition forms 2. Evaluate materials prior to purchasing • Suitable to curriculum items • Readable • Clear and concise • Attractively designed • Non-sexist or discriminatory • Behaviorally oriented 3. Approved by administrators/board 4. Meet budget requirements
F. Sechedule and implement program	1. Work with • Administrators • Placement staff

GOALS	ACTIVITIES
A. Monitor curriculum implementation	1. Visit classes/seminars to observe • Strategies used in teaching • Adherence to curriculum item • Student responses to curriculum • Teacher/counselor responses to curriculum
B. Survey reactions to curriculum	1. Survey students, counselors, teachers at mid-year and end of year to assess success of curriculum • Teaching stragegies used • Value of lessons presented • Knowledge of major items discussed • Attitude changes which may have occurred • Recommendations for change
C. Review total curriculum	1. Answer following questions • Did curriculum adhere to philosophy? • Did curriculum adhere to goals and objectives? • Did curriculum stay within budget? • Were texts, materials useful in program? • What gains were made in student learning? (compare pre- and post-test results) • How can program be improved? 2. Prepare a report on program and submit to • Advisory committee • Curriculum planning • Curriculum development dean • News releases for newspaper

CHAPTER IV

JOB PLACEMENT SERVICES

Chapter IV provides the user with a step-by-step approach to planning, implementing and evaluating job placement programs.

Phase I focuses on the following stages in the planning process:

- needs assessment
- developing a program plan
- consideration for in-service of staff

Phase II attends to the following items:

- coordinating program activities
- directing staff activities
- monitoring use of facilities
- program evaluation

Phase III focuses on:

- in-service needs
- referral and contract procedures for students and employers
- maintaining a recording and reporting system
- program promotion

GOALS	ACTIVITIES
A. Plan and conduct an assessment of placement needs and resources	1. Identify placement program goals 2. Review data on present student needs. Refer to Chapter II, Phase I, B. 3. Design strategies for gathering additional data relative to placement program • Survey • Personal interviews • Class discussions • Advisory committee aids 4. Modify assessment forms if necessary 5. Gather data 6. Analyze results
B. Review proposed program components/services	1. Review program services described on Placement Plan prepared in Chapter II, Phase I, C. • Are all needs met in existing plan? 2. • If yes, proceed to next item • If no, then - develop list of services to be added/deleted - determine if services are in line with present budget consideration, staff, facilities, and target populations - incorporate services into program 3. Develop final draft of program services 4. Share draft with advisory committee members

GOALS	ACTIVITIES
C. Provide in-service on program component	1. Develop resource materials for in-service 2. In-service placement staff on components 3. Have placement staff assist in in-servicing • Administrators • Teachers • Special services staff, including placement secretaries

GOALS	ACTIVITIES
A. Coordinate program activities	1. Implement administrative policies related to placement 2. Coordinate activities of the following: • Counselors • Teachers • Administrators • Directors of vocational programs • Advisory committee • Outside agencies • Business and industry • Placement staff 3. Research and disseminate data or employment needs 4. Establish a career information system or make use of one that is available 5. Provide in-service for teachers and counselors in pre-employment skills 6. Refer students to available jobs 7. Maintain data bank on available jobs 8. Promote a public relations system 9. Keep abreast of labor laws 10. Evaluate placement activities
B. Select an advisory committee which will	1. Use criteria identified in Chapter II, Phase I, A. 2. Engage in the following activities • Assist in development of community resource directory • Assist with public relations program • Assist with researching data on employment needs • Review and recommend strategies for placement • Assist with pre-employment skill instruction • Serve as resource person for in-service training

GOALS	ACTIVITIES
C. Direct the activities of the job placement counselor who should	1. Assist with pre-employment skill instruction 2. Assist student with personal assessment activities 3. Assist student with coping with rejection 4. Provide workshops in how to work with others 5. Provide testing and career counseling for students 6. See Chapter V, Phase III, C-1
D. Direct the activities of the placement specialist who should	1. Perform duties detailed in Chapter V, Phase III, C-2
E. Direct the activities of the clerical staff who should	1. Perform those duties detailed in Chapter II, Phase II, D-2
F. Monitor facility use	1. Provide space for student interviews 2. Provide comfortable space for advisory committee meetings on visits from employers 3. Assess facility needs for following year 4. Provide adequate storage space for record keeping
G. Evaluate total program	1. See Chapter V, Follow-Up and Follow-Through 2. See Chapter V, Phase III, C-2

GOALS	ACTIVITIES
A. In-service staff	1. Plan for orientation on • School procedures • Testing programs • School records - types - data included - confidentiality policies • Local placement - Manpower agencies - CETA - State employment offices • Office reporting procedures - school reporting forms for absences - conference request forms - travel reimbursement forms • Fair employment practices
B. Manage applicant referral system	1. Refer to items C-M in this section for system development information
C. Identify contact procedures for students	1. Determine structure of contract procedures and placement policies for students • Review district policies which may impact on placement
D. Establish procedures to refer applicant to employer	1. Develop an applicant file • Identify information needed on applicant • Develop necessary record keeping forms • Collect information from applicant • Categorize and record information on applicant file - name - address - work experience - phone - grades

GOALS	ACTIVITIES

- courses
- type of work desired
- permission to release data to employers
- physical limitations
- date available for placement
- certificates/license
- transportation

- Select format for file
  - needle sort cards
  - revolving file cards
  - printed folders
  - computer print-out

RESOURCES:
CAPS, Career Assistance and Placement Services p. 104, R50, 51, 52
MPCT, Michigan Placement Competency Training p. 24

2. Assess applicant's readiness for placement
   - Design assessment instrument
     - test
     - interview
     - survey
   - Administer instrument
   - Record data and place in student file
   - Refer student to Pre-Employment Skills Program if needed

3. Refer applicant to job
   - Locate possible jobs for student
   - Compare student skills with employer needs and job requirements
   - Refer applicant if appropriate
   - Contact applicant periodically until job is located

4. In-service placement staff and faculty on procedures

GOALS	ACTIVITIES
E. Decide method for processing student cases	1. Placement counselor may: • Conduct initial interview with student • Gather data for applicant file • Assess applicant's readiness for placement • Recommend case for consideration at next staff meeting • Complete all of the items below if there is no placement specialist 2. Placement specialist may: • Complete all of the above items if there is no placement counselor • Consider applicant's skills in relation to employer need • Refer students • Complete initial follow-up data • Forward monthly placement data to coordinator • Make contact with business and industry
F. Contact employers	
G. Develop an active prospective employer file	1. Contact • Advisory committee • Chamber of Commerce • Release in newspaper • Manufacturer's Association Newspaper • Requests to parents, graduates, teachers, students • Civic organizations • Office of Employment Security • Standard and Poor's Register • Dunn and Bradstreet Middle Market Directory • Thomas Register of American Manufacturers 2. Develop form for gathering data on company • Company name • Address • Phone • Contact persons • Affirmative Action Employer Status • Product/service • Type of positions available • Interested in hiring graduates, college students • Interested in part-time or full-time employment • Convenient time for contacts • Request for company literature

GOALS	ACTIVITIES
	3. Classify employers according to • Product • Service • DOT designation • Office of Education code (OE) • Type of employment offered 4. Select stragegy for gathering data • Phone • Mail • Personal visits 5. Record data in • Revolving file • Needle sort cards • Printed folders • Computer RESOURCES: CAPS R55,R56, R59 MPCT "Contacting and Relating to Employers," pp. 29, 30, 31
H. Approach employers about jobs	1. Develop letter requesting initial interview with employers 2. Plan introduction of employer presentation • Company needs • Placement needs • Purpose of placement service • Present business card 3. Plan body of employer presentation • What school offers in terms of curriculum and student support services • Features and benefits of school-based placement • Determine if company is interested in utilizing services • Explain method for handling job referrals • Establish climate for cooperation between school and community RESOURCE: MPCT "Contacting and Relating to Employers," Appendix F, p. 21

GOALS	ACTIVITIES
	4. Follow up on employer visit • Complete summary data on visit • Write letter of appreciation, include next contact date RESOURCES: CAPS R58, R59, R60 MCPT p. 33
I. Design and maintain a record-keeping system	1. State purpose of record keeping • Basis for reports • Program evaluation • Program maintenance 2. Identify information required on • Employer - company profile - summary of visitation - jobs available ·type ·number - contact person - agreement to process referrals - notice of job listings - student follow-up • Students - application form - test results pertinent to placement - QB or resume - current class schedule - student record release - transcript - request for placement credentials - student evaluation - notice of job opportunity - notice of contact placement office - placement follow-up • Program - daily record of placement activity - weekly record of placement activity - report for non-placement faculty - record of placements - record of withdrawal from service - mileage

GOALS	ACTIVITIES
J. Develop forms for system	1. Develop forms for system • Job referral form - format ·single card size ·multiple copies card size - data ·job title ·job description ·name and address of company ·name and address of contact person -special requirements ·training, licenses ·car required - send to ·posting board ·file copy ·student ·other • Referral and follow-up records - number of students referred to jobs - number of students hired - demographic data on students referred and hired (see job application) - indication of success of pre-employment skills program RESOURCE: CAPS R61, R62, R63 2. Select format for forms • Card size • Single or multiple copies • Margins • Lines for data 1/4" apart • Lines of various thickness used to set data apart • Precise wording • No abbreviations • Select paper stock depending on how much it is handled

101

102

GOALS	ACTIVITIES
	3. Design routing system for forms • Who receives forms • Who completes forms • Who collates/stores data on completed forms • Who reports on status of data and on what basis • Who receives reports • Where data is stored • How data is retrieved
K. Identify and prepare outlines for major placement reports	1. Identify types of major reports and audiences receiving reports • Annual report - School board - administration - faculty - employers - placement staff - civic groups • Local labor market report - employers - placement staff - civic groups 2. Annual report components based on monthly placement reports should include information from: • Job applications - number of applications - demographic data - school status - occupation status - applicant's occupational aspirations - labor market supply • Job referrals - number of jobs available - job occupational classification - labor market information for career planning - entry level pay rates - labor market demand information • Employer contact data - number of employers who have hired students - description of other services provided by employers: classroom visits, job fairs, field trips • In-service program

103

104

GOALS	ACTIVITIES
	3. Local labor market report • Results of employer and student follow-up studies • Employer surveys to determine future labor market demand • Enrollment projections to determine future labor supply • Employer contacts to determine changing technology • Lists of current and seasonal employment opportunities • Apprenticeship entry requirements • Student success in occupational preparation programs RESOURCE: MPCT "Placement Record Keeping," p. 34
L. Plan promotional activity	1. Identify the following • Purpose of activity • Audience • Resources - time - personnel - money - materials • Select activity suited to purpose of promotion and audience - news release - filmstrip - radio/TV spots - slide/tape - posters - bulletin board - brochures - lectures/speeches RESOURCE: MPCT "Placement Record Keeping," pp. 30-33 2. Develop content of activity • List information to be included • Organize into logical sequence and categorize • Prepare sample activity • Obtain approval for activity

GOALS	ACTIVITIES
	3. Establish time line for activities 4. Make arrangements for activities 5. Select presentors for activities
M. Implement promotional activity	1. Carry out activities 2. Evaluate the activity • Set criteria for success • Develop evaluation forms • Collect and analyze information • Record and report results in annual reports RESOURCE: MPCT "Placement Promotion," pp. 1-29

CHAPTER V

FOLLOW-UP/FOLLOW-THROUGH

Chapter V provides the user with an outline of the goals and activities appropriate to conducting the final phase of the job placement program.

Phase I assists the user in:

- developing program rationales
- developing a plan for the follow-up/follow-through components

Phase II provides procedures for:

- designing a baseline study
- designing one-, three-, and five-year follow-up studies

Phase III discusses procedures for:

- analyzing student and employer survey results
- reporting and disseminating survey results
- following through on recommendations found in surveys

Phase IV provides the user with suggestions for conducting a total program evaluation.

GOALS	ACTIVITIES
A. Provide a rationale for a follow-up/ follow-through	1. Rationale may include • Definition of terms • Purpose of study to gather data on - effectiveness of pre-employment program - effectiveness of placement services - community support for program - success rate of placements in terms of number, longevity - appropriateness of school curricula - effectiveness of student support services • Recommendations for changing programs listed above • Report on cost effectiveness of programs
B. Identify audience for follow-up/follow-through program report	1. Audience may include • Board members • Central office staff • School administrators • Counselors • Teachers • Advisory committee members • Employers • Community at large • Placement staff
C. Develop plan for follow-up/follow-through program	1. Identify chief components of plan RESOURCE: Follow-Up pp. 1-13 2. Develop time line for plan development and implementation 3. Decide type(s) of study • Baseline • One-year follow-up • Three-year follow-up • Five-year follow-up

GOALS	ACTIVITIES
	4. Select task force to develop various data gathering strategies and forms
	5. Identify cost of study
	6. Determine method of analyzing and reporting data
	7. Select publication style
	8. Plan for dissemination of study
	9. Identify person responsible for coordinating activities
D. Develop plan for employer follow-up	1. Identify chief components of survey
	RESOURCE: Follow-Up pp. 35-42
	2. Select format for survey
	3. Design survey
	4. Identify person responsible for coordinating activities

GOALS	ACTIVITIES
A. Design a baseline study	1. Identify participants • High school seniors - data collected before final exams • Potential school drop-outs RESOURCE: Follow-Up pp. 12-15 "Today" Ed. Services, 1973 2. Design questionnaire to collect the following data *• Present employment *• Interim training/education • Personal data *• Employment interests *• Transportation • Vocational history • Non-vocational history 3. Field test instrument - revise where necessary 4. Data base management • Storage system • Retrieval system • Easy recall for longitudinal comparisons
B. Develop a student follow-up questionnaire	1. Include the following items: • Items * in A2 above • Relation of present employment to previous training • Salary status • Occupational accomplishments, i.e., promotions • Mobility patterns • Change in family status RESOURCE: School-Based Placement Services pp. 132-133

GOALS	ACTIVITIES
	2. Prepare cover letter signed by superintendent
C. Follow up study to be completed on a one-, three- and five-year basis as deemed necessary	1. Establish tracking system of students for follow-up 2. Follow-up data correlated with baseline data to establish longitudinal comparisons 3. Institute a review procedure to delete or add items to questionnaire 4. Allow for a 2-week and 4-week follow-up mailing or telephone call in addition to initial follow-up contact
D. Design an employer follow-up questionnaire	1. Cover letter 2. Collect data on • Current employment status of employee • Why employee is no longer employed - attendance - poor work habits - attitude - appearance • Interest in employing graduates

116

117

GOALS	ACTIVITIES
A. Implement questionnaire	1. Mail questionnaire to graduates
B. Analyze questionnaire responses	1. Interpret data using some or all of the following items • Are similar interests/needs in employment evident? If yes, how can this data be used in - job referrals - pre-employment clinics • What companies employ youth on a regular basis? • What types of employment is student seeking? • How did student get job? • What is the mobility rate and what reasons exist for such mobility? • Which students are no longer in need of placement service? • What jobs are open only to high school graduates? • What jobs may be open to school drop outs? • Who may be interested in a G.E.D.? • Use data to refer students to post-secondary educational experience and possible job openings RESOURCE: Follow-Up p. 28 2. Report data in terms of simple percentages
C. Analyze employers' data results	1. Interpret data to determine • Which job holding skills are or are not being emphasized in school • Which curricular programs are effective/ineffective • Which employers wish more school contacts • Which employers are interested in hiring youth

GOALS	ACTIVITIES
D. Follow-up reports written and disseminated	1. Prepare overall follow-up/follow-through report which includes • Employee/employer data • Success of current programs/services • Programs/services in need of revision • Percentages of students employed/unemployed 2. Type report in pleasing format 3. Include graphs and charts where appropriate 4. Design attractive cover 5. Include recommendations for program improvements

GOALS	ACTIVITIES
A. Evaluate success of follow-up/follow-through program	1. Plan for in-depth discussion of follow-up/follow-through study with • Central office • Advisory committee members • Directors of curriculum • Curriculum committees • Department chairpersons • Guidance personnel 2. Share recommendations
B. Incorporate recommendations in following year goal statements	1. Write goals for program 2. Study cost effectiveness of recommendations

122

123

RESOURCES

RESOURCES

Adams, Ambrose D.: Job Placement Services: an open door to opportunities, Prairie View A&M University, Prairie View, Texas (no date available).

Barrow, Connie, et al.: Career Assistance and Placement Services, Illinois: River Grove, State Board of Education (July 1976).

Bolles, Richard N.: The Three Boxes of Life and How to Get Out of Them, Ten Speed Press, Berkeley, California (1978).

Bolles, Richard N.: What Color is Your Parachute?, Ten Speed Press, Berkeley, California (1980).

Lathrop, Richard: Who's Hiring Who, Ten Speed Press, Berkeley, California (1977).

Michigan Department of Education: Placement Guide: Career Education Handbook for Implementation, Vocational-Technical Education Service, Lansing, Michigan (no date available).

Michigan Department of Education: Michigan Placement Competency Training, Vocational-Technical Education Service, Lansing, Michigan (no date available).

Miller, Robert J. and Gerri Powell-Rae: The 'Work' Book: An Employability Skills Guide, Washtenaw Area Youth Placement Service, Ann Arbor, Michigan (1978).

Moskowitz, Milton, et al.: Everybody's Business: An Alamanac, Harper Row, New York (1980).

Noland, Gary L.: Help Yourself to Successful Employment, Instructor's Handbook, Division of Career and Adult Education, Missouri Department of Elementary and Secondary Education, Jefferson City, Missouri (May 1980).

Payne, Richard A.: How to Get a Better Job Quicker, Mentor, New American Library, New York (1972).

Pollock, Steve: A Curriculum Guide for Pre-Employment Skills, Illinois Office of Education, Department of Adult Vocational and Technical Education, Research and Development Section (August 1978).

School-Based Placement Program for the Texan City Independent School District, Galveston Bay, Texas (no date available).

Sussman, Lyle and Paul D. Krivonos: Communication for Supervisors and Managers, Alfred Publishing Co., Inc., Sherman Oaks, California (1979).

Wasil, Raymond A.: Follow-Up: Model for Implementation of School Follow-Up System, "Today" Educational Services, Inc., Delaware, Ohio (1973).

Wasil, Raymond A.: Pre-Employment Model, "Today" Educational Services, Inc., Delaware, Ohio (1976).

Wasil, Raymond A.: School-Based Placement Services, "Today" Education Services, Inc., Delaware, Ohio (1976).